

Supported Independence v1.5

Spring 2007

English Language Arts and Mathematics

Middle School

Grades 6-8

Official Released Items

MICHIGAN STATE BOARD OF EDUCATION**STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

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The *Grades 6-8 Supported Independence v1.5 English Language Arts and Mathematics Assessment* was administered for the first time in Spring 2007. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Spring 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Spring 2007 *Grades 6-8 Supported Independence v1.5 English Language Arts and Mathematics Assessment*. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

English Language Arts Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Accessing Information			5 (varies by strand)
Word Study	4	1	
Comprehension	5	2	
Expressing Ideas	6	1	
English Language Arts Item Subtotal	15	4	
English Language Arts Possible Points Subtotal*	60		
Mathematics Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Numbers and Operations	4	1	5 (varies by strand)
Algebra	2	1	
Measurement	4	1	
Geometry	3	0	
Data Analysis	2	1	
Mathematics Item Subtotal	15	4	
Mathematics Possible Points Subtotal*	60		
Total ELA and Mathematics Items	30	8	10
Total Possible Points	120		

*2 points/item Primary Assessment Administrator + 2 points/item Shadow Assessment Administrator = 4 points possible/item

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General Directions

- Prior to administration, review the assessment items. They are designed to (1) reflect classroom activities with which students should be familiar, and (2) provide a performance context in which specific Michigan ELA and mathematics EGLCEs and EBs can be assessed.
- Review the item components. They include the actual activity that will be observed, the scoring focus, and the scoring rubric for the Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (SAA).
- While some items will occur naturally in the classroom, others may require more detailed planning in order to observe the specific scoring focus. Prepare to adjust the instructional environment as needed.
- Plan for appropriate materials and any individualized communication or technology devices the student may need, such as augmentative communication devices and/or other specialized equipment. Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration).
- To accurately and reliably apply the scoring rubric and yield valid pilot data, carefully review the "Scoring Rubric Flow Chart" included in the *Spring 2007 Participation and Supported Independence v1.5 Coordinator and Assessment Administrator Manual*. It explains when to give a student a score point or a condition code.
- If possible, plan observation times when the item/activity may typically occur.
- Persons involved in the assessment should follow universal health precautions when needed.
- Determine which **two** people will observe and score the items. A certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) must act as the PAA. SAAs can also be certified staff or school personnel (such as paraprofessionals). Keep in mind that both PAAs and SAAs must (1) be familiar with the student, and (2) not impede or influence any interaction particular to the item.
- The Shadow Assessment Administrator will need to tear or cut out the *MI-Access Shadow Assessment Administrator Scoring Documents* (one for English Language Arts items and one for Mathematics items), which are located at the end of the student's assessment booklet. This is where the SAA will record the score point or condition code for each item observed. Using a separate scoring document allows the SAA to independently score the student. Once all of the items have been administered, the score points or condition codes recorded by the SAA must be transferred to the correct numbered item in the booklet and to the student's machine scannable *Student Observation Sheet* (SOS).
- The Primary Assessment Administrator will record the score point or condition code for each item directly in the student's assessment booklet. Once all of the items have been administered, the score points or condition codes recorded by the PAA must be transferred to the student's machine scannable *Student Observation Sheet* (SOS).

Section 1

English Language Arts

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to participate in each item, UNLESS otherwise directed in the activity.

Item R1

ACTIVITY: The student will contribute 3 relevant items to a word family list (sets of related words) associated with travel, such as train, car, or school bus, during an instructional writing assignment.

SCORING FOCUS: Creating word family lists

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R2

ACTIVITY: The student will communicate with effective body language by providing an acceptable amount of personal space (at least 18 inches) while communicating with another individual during group work on an instructional activity.

SCORING FOCUS: Using language to communicate effectively for different purposes

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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Item R3

ACTIVITY: The student will identify an animal of interest and use language to collect 2 pieces of information about that animal, such as where it lives, what it eats, or its size, during a research/instructional activity.

SCORING FOCUS: Using language to communicate effectively for different purposes

SCORING RUBRIC (*Must have two people observing.*)

Primary Assessment Administrator

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- 1** Responds correctly after teacher provides verbal/physical cues
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Item R4

ACTIVITY: The student will promote self-advocacy by asking for assistance when a needed item is not available, such as his/her backpack, jacket, or assignment book, during the preparation time for dismissal.

SCORING FOCUS: Promoting self-advocacy

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

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Shadow Assessment Administrator

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- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Section 2

Mathematics

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to participate in each item, UNLESS otherwise directed in the activity.

Item R1

ACTIVITY: The student will correctly identify a missing component and the quantity necessary to complete a familiar art, craft, or vocational activity after being provided with all but one component. For example, the assessment administrator could provide the student with everything needed to complete a beaded necklace, except for string, and then ask, "What else do we need?" This activity requires the student to 1) recognize what item (string) is missing and 2) tell or show approximately how much is needed to complete the necklace.

SCORING FOCUS: Identifying the unknown component and quantity in an applied activity

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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Item R2

ACTIVITY: The student will correctly associate the time of day with a familiar cleaning activity by indicating which of 3 sets of equipment is appropriate for the task. For example, if the student routinely sweeps the floor after snack time, he/she could be presented with the materials for table cleaning, the materials for sweeping the floor, and the materials for washing dishes and then be asked, "What materials is it time to use?"

SCORING FOCUS: Associating time with common events of the day

SCORING RUBRIC (*Must have two people observing.*)

Primary Assessment Administrator

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- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

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Item R3

ACTIVITY: The student will correctly identify the location of a person to whom he/she will deliver a message or object. For example, the student could be directed, "Please take this note to Mrs. Smith. Where is her classroom?" The student may provide verbal directions or indicate the location on a map of the school.

SCORING FOCUS: Identifying what data are needed to solve a problem

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

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- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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- A** Incorrect response
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Item R4

ACTIVITY: The student will correctly demonstrate knowledge of the term **same as** while completing 2 familiar fitness exercises such as bending, lifting, or jumping. For example, the student could complete 10 sit-ups then be asked to, "Do a number of arm raises that is the **same as** the number of sit-ups," and the student correctly completes 10.

SCORING FOCUS: Demonstrating an understanding of the term **same as**

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

- 2** Responds correctly with no teacher assistance
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- A** Incorrect response
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Student Name: _____

MI-Access Shadow Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student's assessment booklet and Student Observation Sheet (SOS). Please be careful that your scores from this sheet are transferred to the correct numbered item in the booklet and on the SOS.

English Language Arts**Item R1**

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
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- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R4

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions



Student Name: _____

MI-Access Shadow Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student's assessment booklet and Student Observation Sheet (SOS). Please be careful that your scores from this sheet are transferred to the correct numbered item in the booklet and on the SOS.

Mathematics**Item R1**

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 2** Responds correctly with no teacher assistance
- 1** Responds correctly after teacher provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
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Item R3

- 2** Responds correctly with no teacher assistance
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Item R4

- 2** Responds correctly with no teacher assistance
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Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code and a brief description of what is measured.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

English Language Arts		
Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus
		Word Study
R1	R.WS.m.SI.EG07	Creating word family lists
		Comprehension
R2	S.CN.m.SI.EG01	Using language to communicate effectively for different purposes
R3	S.CN.m.SI.EG01	Using language to communicate effectively for different purposes
		Expressing Ideas
R4	S.DS.m.SI.EG01	Promoting self-advocacy
Mathematics		
Released Item Number	EGLCE Code	STRAND or Abbreviated Descriptor/Scoring Focus
		Algebra
R1	A.FO.m.SI.EG01	Identifying the unknown component and quantity in an applied activity
		Measurement
R2	M.UN.m.SI.EG01	Associating time with common events of the day
		Data Analysis
R3	D.RE.m.SI.EG03	Identifying what data are needed to solve a problem
		Numbers and Operations
R4	N.ME.m.SI.EG01	Demonstrating understanding of the term same as



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